

Electrical Conductivity Protocol



Welcome

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Purpose

To measure the conductivity of the water at a freshwater hydrology site

Overview

Students will calibrate and take electrical conductivity measurements using an electrical conductivity meter.

Students will estimate the total dissolved solids from the electrical conductivity measurements.

Student Outcomes

Students will learn to,

- use an electrical conductivity meter;
- examine reasons for changes in the electrical conductivity of a water body;
- communicate project results with other GLOBE schools;
- collaborate with other GLOBE schools (within your country or other countries); and
- share observations by submitting data to the GLOBE archive.

Science Concepts

Earth and Space Science

Earth materials are solid rocks, soils, water and the atmosphere.

Water is a solvent.

Each element moves among different reservoirs (biosphere, lithosphere, atmosphere, hydrosphere).

Physical Sciences

Objects have observable properties.

Life Sciences

Organisms can only survive in environments where their needs are met.

Earth has many different environments that support different combinations of organisms.

Humans can change natural environments.

All organisms must be able to obtain and use resources while living in a constantly changing environment.

Scientific Inquiry Abilities

Use a conductivity meter to measure conductivity of water.

Identify answerable questions.

Design and conduct scientific investigations.

Use appropriate mathematics to analyze data.

Develop descriptions and explanations using evidence.

Recognize and analyze alternative explanations.

Communicate procedures and explanations.

Time

10 minutes

Level

All

Frequency

Weekly

Materials and Tools

Hydrology Investigation Data Sheet

Electrical Conductivity Protocol Field Guide

Total Dissolved Solids tester (or conductivity tester)

Thermometer

Distilled water in wash bottle

Soft tissue

Two 100-mL beakers

Latex gloves

650-ml plastic water bottle

For Calibration, the above plus:

- Standard solution
- Small screwdriver
- *Electrical Conductivity Calibration Protocol Lab Guide*

Preparation

Suggested Learning Activities:

Practicing Your Protocols: Electrical Conductivity Water Detectives (e-guide only)

Prerequisites

None



Electrical Conductivity Protocol – Introduction

Have you ever left water to evaporate from a dish? What was left after the water evaporated?



Fresh water has many natural impurities – including salts or minerals dissolved in the water that we cannot always see or smell. As water comes in contact with rocks and soil, some minerals dissolve in the water. Other impurities can enter a water body through runoff or wastewater releases. If water contains high amounts of dissolved salts, it may be harmful to use for watering crops.



We call the amount of mineral and salt impurities in the water the total dissolved solids (abbreviated TDS). We measure TDS as parts per million (ppm). This tells us how many units of impurities there are for one million units of water, by mass. For water we use at home, we prefer a TDS of less than 500 ppm, although water with higher TDS can still be quite safe. Water used for agriculture should have TDS below 1200 ppm so sensitive crops are not harmed. Manufacturing, especially of electronics, requires impurity-free water.



We use an indirect measure to find the TDS of water. One way to measure impurities in water is to find out if it conducts electricity. Pure water is a poor conductor of electricity. When certain solids (typically salts) are dissolved in water, they dissociate and form ions. Ions carry an electrical charge (either positive or negative). More ions in water mean the water will conduct electricity better.



The electrical conductivity meter measures how much electricity is being conducted through a centimeter of water. If you look at the meter you will see that the electrodes are 1 cm apart. Conductivity is measured as microSiemens per cm (mS/cm). This is the same unit as a micromho, mho.



To convert the electrical conductivity of a water sample (mS/cm) into the approximate concentration of the total dissolved solids (ppm)

in the sample, you must multiply the conductivity (mS/cm) by a conversion factor. The conversion factor depends on the chemical composition of the dissolved solids and can vary between 0.54 - 0.96. For instance, sugars do not affect conductivity because they do not form ions when they dissolve. The value 0.67 is commonly used as an approximation, if the actual conversion factor is not known.

$$\text{TDS (ppm)} = \text{Conductivity (mS/cm)} \times 0.67$$

Drinking water with a conductivity of 750 mS/cm will have an approximate concentration of total dissolved solids of 500 ppm. Pure alpine snow from remote areas has a conductivity of about 5 - 30 mS/cm.

Table HY-EC-1: Estimated Conversion from Conductivity (mS/cm) to Total Dissolved Solids (ppm) based on Average Conversion Factor of 0.67

Conductivity (mS/cm)	TDS (ppm)	Conductivity (mS/cm)	TDS (ppm)
0	0	1050	704
50	34	1100	737
100	67	1150	771
150	101	1200	804
200	134	1250	838
250	168	1300	871
300	201	1350	905
350	235	1400	938
400	268	1450	972
450	302	1500	1005
500	335	1550	1039
550	369	1600	1072
600	402	1650	1106
650	436	1700	1139
700	469	1750	1173
750	503	1800	1206
800	536	1850	1240
850	570	1900	1273
900	603	1950	1307
950	637	2000	1340
1000	670	>2000	>1340



Teacher Support

Measurement Procedure

There are several manufacturers and models of conductivity meters. Some models may measure conductivity in increments of 10 mS/cm; others in increments of 1.0 mS/cm. If your model measures in increments of 10 mS/cm, you will have to calibrate it as closely as you can to the standard solution. The meters need to be calibrated before testing the water sample. This can be done in the classroom shortly before going to the hydrology site or at the hydrology site.

Some conductivity meters may indicate that they have an automatic temperature compensation (ATC). Testing by the GLOBE Hydrology team has indicated that the temperature compensation on conductivity meters is generally not reliable. For this reason, all water should be brought to room temperature (20° - 30° C) for testing, even if the manufacturer claims that the meter is temperature compensated. It is very important to take the

temperature of the water when doing the conductivity measurement. The temperature of the solution when the conductivity measurement is taken will help to identify errors resulting from meter error instead of actual changes in total dissolved solids.

If the water at your Hydrology Site is not between 20° - 30° C, you need to either 1.) let the water warm in the sample bucket or separate container while students take other hydrology measurements at the hydrology site, or 2.) collect a sample in a water bottle and take back to the classroom. After the water reaches 20° - 30° C, students can take the conductivity measurement.

Never immerse the meter totally in water. Only the part indicated in the instructions for the meter should be immersed in water.

Quality Control Procedure

Calibrating the conductivity meter should be done in the classroom or lab before going to the Hydrology Site. The temperature of the conductivity standard should be about 25° C.

Supporting Protocols

Water Temperature: It is important to take the temperature of water at the hydrology site following the *Water Temperature Protocol*. If the temperature at the site is not between 20° - 30° C, it is important to let a sample of water reach this temperature range.

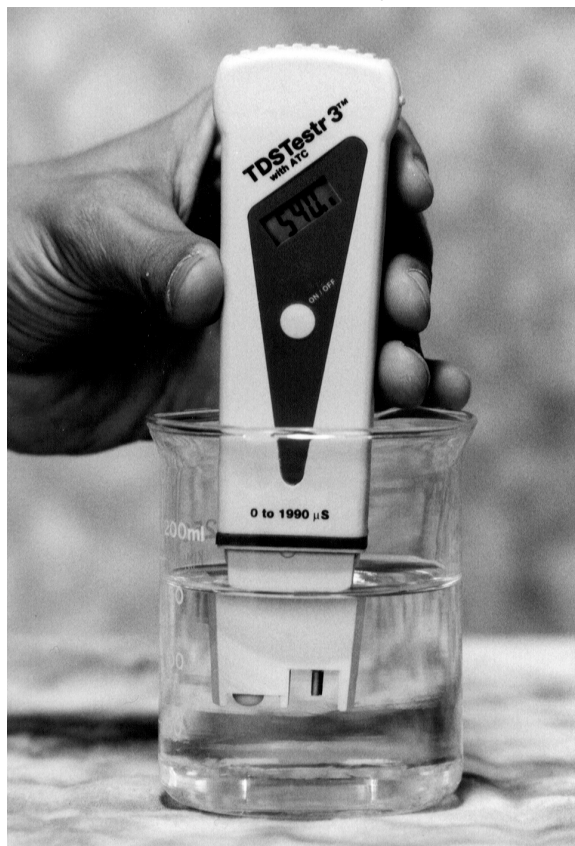
Soil Characteristics and Land Cover: Soil Characteristics and Land Cover data provide information on the possible source of the materials dissolved in the water.

Atmosphere: Atmosphere data, especially precipitation, may also affect the concentration of total dissolved solids in your water.

Supporting Activities

A discussion of good conductors and poor conductors may help students understand the measurement better. To illustrate the conductivity of water, have students measure distilled water with the conductivity meter. They will find a

Figure HY-EC-1: Using the Conductivity Meter





reading near zero. Stir a small amount of salt into the water and watch the reading go up!



Students may also benefit from a discussion of indirect measures. Some things are difficult to measure directly. For instance, it would take a long time to count the fingers of everyone in the school! But we could estimate the number of fingers indirectly by counting the students and multiplying by 10. What other indirect measures can students think of?

Safety Precautions



Students should wear gloves when handling water that may contain potentially harmful substances such as bacteria or industrial waste.

Helpful Hints

It is a good idea to keep an extra set of batteries on hand for the conductivity tester. Many use small, flat 'watch' type batteries.



Instrument Maintenance

Electrical Conductivity Meter

1. The meter should be stored with the cap on. Never store the meter in distilled water.
2. The electrodes should be well rinsed with distilled water after use to avoid mineral deposit accumulation.
3. The electrodes should periodically be cleaned with alcohol.



Standard Solution

1. The standard should be stored in a tightly capped container in the refrigerator. Making a seal with masking tape will reduce evaporation.
2. Write the date that the standard was purchased on the bottle. Standards should be discarded after one year.
3. Never pour used standard back into the bottle.



Questions for Further Investigation

Would you predict the conductivity of the water at your site to go up or down after a heavy rain? Why?

Would you expect the conductivity to be greater in a high mountain stream that receives fresh snowmelt or in a lake at lower elevations?

Why do you think water with high levels of TDS is harmful to plants?

Electrical Conductivity Calibration Protocol

Lab Guide

Task

Calibrate your electrical conductivity tester.

What You Need

- | | |
|---|---|
| <input type="checkbox"/> Electrical conductivity tester | <input type="checkbox"/> Soft tissue |
| <input type="checkbox"/> Standard solution | <input type="checkbox"/> Two 100-mL beakers or two plastic cups |
| <input type="checkbox"/> Thermometer | <input type="checkbox"/> Latex gloves |
| <input type="checkbox"/> Distilled water in wash bottle | <input type="checkbox"/> Small screwdriver |

In the Lab

1. Bring the standard solution to room temperature (about 25° C).
2. Pour standard solution into each of the two clean 100-mL beakers or cups to a depth of about 2 cm.
3. Remove the cap from the electrical conductivity tester and press the On/Off button to turn it on.
4. Rinse the electrode at the bottom of the tester with distilled water in the wash bottle.
5. Gently blot dry with a tissue. **Note:** Do not rub or stroke the electrode while drying.
6. Put the probe of the meter into the first beaker of standard. Stir gently for 2 seconds to rinse off any distilled water.
7. Take the meter out of the first beaker. Do NOT rinse with distilled water.
8. Put it into the second beaker.
9. Stir gently, and then wait for the numbers to stop changing.
10. If the display does not read the value of your standard solution, you must adjust the instrument to read this number. (For most meters, you can use a small screwdriver to adjust the calibration screw on the meter until the display reads the standard value.
11. Rinse the electrode with distilled water and blot it dry. Turn off the meter and put the cap on to protect the electrode.
12. Pour the standard from the beakers into a waste container. Rinse and dry the beakers

Electrical Conductivity Protocol

Field Guide

Task

Measure the electrical conductivity of your water sample.

What You Need

- | | |
|--|--|
| <input type="checkbox"/> <i>Hydrology Investigation Data Sheet</i> | <input type="checkbox"/> Paper towel or soft tissue |
| <input type="checkbox"/> Electrical conductivity tester | <input type="checkbox"/> 2 100-mL beakers |
| <input type="checkbox"/> Thermometer | <input type="checkbox"/> Latex gloves |
| <input type="checkbox"/> Distilled water in wash bottle | <input type="checkbox"/> One clean 600-700 ml plastic water bottle with cap (for sample water) |

In the Field

1. Fill out the top portion of the *Hydrology Investigation Data Sheet*
2. Put on latex gloves.
3. Record the temperature of the water to be tested. If water is between 20° – 30° C, go to step 5.
4. If your water is below 20° C or above 30° C, fill a clean sample bottle (600-700 mL) with the water to be tested. Cap and bring back to the classroom. Allow the water to reach 20° – 30° C, record the temperature and then proceed to step 5.
5. Rinse two 100-mL beakers two times with sample water.
6. Pour about 50 mL of water to be tested into two 100-mL beakers.
7. Remove the cap from the meter. Press the On/Off button to turn it on.
8. Rinse the electrode with distilled water. Blot it dry. Do not rub or stroke the electrode while drying.
9. Put the electrode in the water sample in the first beaker. Stir gently for a few seconds. Do not let the meter rest on the bottom of the beaker or touch the sides.
10. Take the meter out of the first beaker. Shake gently to remove excess water, then put it into the second beaker *without* rinsing with distilled water.
11. Leave the electrodes submerged for at least one minute. When the numbers stop changing, record the value on the *Hydrology Investigation Data Sheet* by *Observer 1*.
12. Have two other students repeat the measurement using fresh beakers of water each time. The meter does not need to be calibrated for each student. Record these measurements as *Observers 2 and 3*.
13. Calculate the average of the three observations.
14. Each of the observations should be within 40 mS/cm of the average. If one or more of the values is not within 40 mS/cm, pour a fresh sample and repeat the measurements and calculate a new average. If all observations still are not within 40.0 of the average, discuss possible problems with your teacher.
15. Rinse the electrode with distilled water, blot dry, and put the cap on the meter. Rinse and dry the beakers and sample bottle.

Frequently Asked Questions

1. Why does my conductivity reading slowly change?

If your conductivity meter is not temperature equilibrated with the sample, the reading will slowly drift until the meter and the sample reach the same temperature. Also if your sample temperature is very different from the surrounding air temperature, the conductivity reading can drift as the sample warms or cools to equilibrate with the air.

2. What happens if my water is really salty or brackish?

Most meters will only measure up to 1990.0 uS/cm. If your water has higher conductivity than this, the meter will not give a reading. You should use the *Salinity Protocol* to measure the dissolved solids in your water.

3. Will the meter give me an electrical shock?



No, however, you should not touch the electrode to avoid contaminating it. The tester should be handled carefully. If it is dropped into the water it may be ruined.



have not taken measurements consistently over the course of at least one full year. After plotting the data for several schools using the GLOBE server, the student finds an interesting trend for the data from Chemisches Institut Dr. Flad in Stuttgart, Germany. This graph is shown in Figure HY-EC-2.

The water body where this school takes its measurements is Feuersee, a freshwater lake.

Table HY-EC-2

Date	Cond.
9/1998	527
10/1998	519
11/1998	789
12/1998	545
1/1999	754
2/1999	617
3/1999	675
4/1999	677
5/1999	737
6/1999	692
7/1999	665
9/1999	689
10/1999	790
11/1999	840
12/1999	760
1/2000	730
2/2000	639
3/2000	624
4/2000	654
5/2000	706
6/2000	669
7/2000	613
9/2000	681
10/2000	785
11/2000	878
12/2000	907
1/2001	859
2/2001	701
3/2001	755
4/2001	746
5/2001	697
6/2001	712
7/2001	640
9/2001	560
10/2001	752
11/2001	820
12/2001	842

From this plot the student noted that the conductivity measurements tend to be higher in the winter months and lower in the summer months. She then investigates further by downloading the monthly averages for conductivity values of Chemisches Institut Dr. Flad from the GLOBE Web site. These data are shown below in Table HY-EC-2.

The student then imports these data into a spreadsheet program, and she plots the data as shown in Figure HY-EC-3.

From this plot, the same overall trend can be seen, however it is not as apparent as in Figure HY-EC-1.

The student then decides to look at the trends on a seasonal rather than monthly basis. She divides the year into the four seasons and assigns the months December – February as winter, March – May as spring, June – August as summer and September – November as autumn. She calculates an average conductivity for each season. These data are shown in Table HY-EC-3.

Table HY-EC-3

Season	Cond.
autumn-1998	612
winter-1999	639
spring-1999	696
summer-1999	679
autumn-1999	773
winter-2000	710
spring-2000	661
summer-2000	641
autumn-2000	781
winter-2001	822
spring-2001	733
summer-2001	637
autumn-2001	711



The student then graphs the data as shown in Figure HY-EC-5.



From this plot she is able to see the annual trend more clearly. The student makes a note that the data for August were not available for any of the years in this data set and therefore the summer season is the average of only June and July. The student then decides to plot the data a final way. This time she calculates the average conductivity values of each month for the four-year period, as shown in Table HY-EC-4.



She plots these data as shown in Figure HY-EC-5.

Here again an annual trend can be seen. The student notes that the averages for November, December and January were much higher than the other months in the year. She realizes she

might not have picked the best months to represent each season. Perhaps, November – January should have been chosen for winter. This would most likely have produced a more noticeable trend. However, the student is confident that she has indeed discovered a site that shows an annual trend.

Future Research

For further investigation, the student could contact the school and ask them if they have any ideas of what could be causing this cycle.

She could also look at the seasonal patterns of other measurements, such as precipitation, to see if they might also be related.

She could also repeat this studying by looking at seasonal and monthly patterns in conductivity at other sites.



Table HY-EC-4

	1998	1999	2000	2001	Ave.
January		754	730	859	781
February		617	639	701	652
March		675	624	755	685
April		677	654	746	692
May		737	706	697	713
June		692	669	712	691
July		665	613	640	639
August					
September	527	689	681	560	614
October	519	790	785	752	712
November	789	840	878	820	832
December	545	760	907	842	764



Figure HY-EC-3

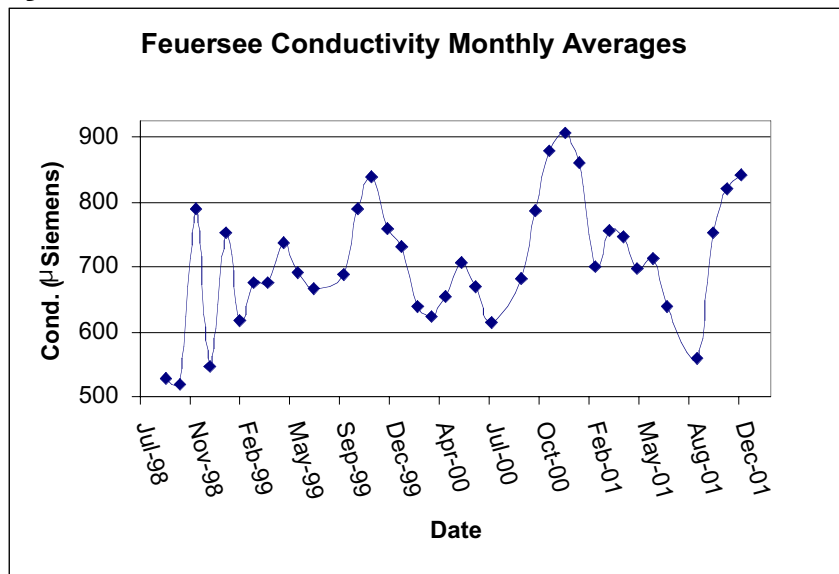


Figure HY-EC-4

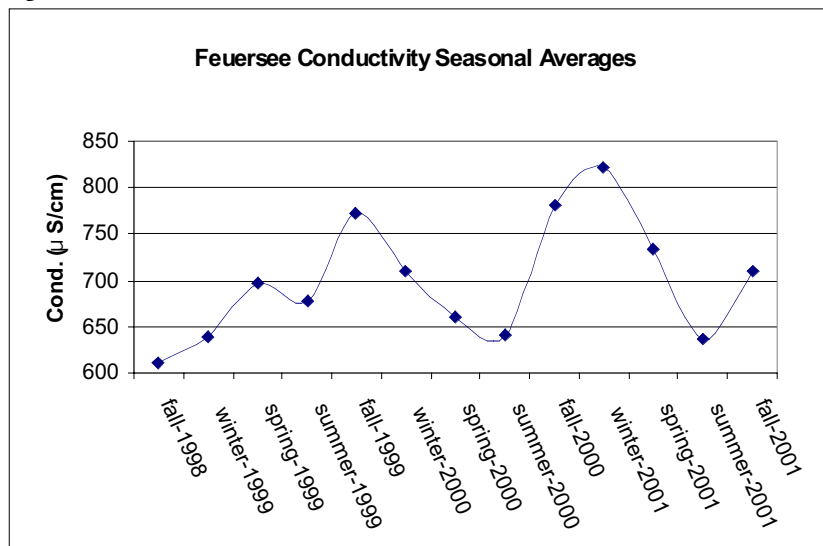


Figure HY-EC-5

